This policy is in line with the Wandsworth Child Protection Procedures (September 2018), Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018. It has been checked and approved by Kay Joel, NSPCC Safeguarding Consultant, October 2018.
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1. Floreat Ethos

We will enable children to flourish in school by giving them a knowledge-rich academic education and developing their character strengths and virtues. Our pupils will learn how to work hard and study well, and also to be good and to do good for others. This will set them up for a future of success and wellbeing, whatever they choose to do in their lives.

2. Safeguarding Policy Statement

Floreat Wandsworth Primary School is committed to helping children achieve excellent outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

This policy is in line with the Wandsworth Child Protection Procedures (September 2018)
http://www.wscb.org.uk/wscb/info/4/policies_and_procedures,

Working Together to Safeguard Children 2018

Keeping Children Safe in Education 2018

In line with the policy framework, the school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Understanding that safeguarding is everybody’s responsibility and keeping the children’s best interests in mind in all decision making;
- Providing a safe, healthy learning environment that allows them to develop to their full potential;
- Safeguarding their welfare, particularly those pupils who are most disadvantaged;
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare;
- Ensuring safe recruitment practices;
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns;
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan;
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns;
- Teaching children to keep themselves safe and ensuring they know who to approach for help;
- Promoting partnership working with parents and professionals.

**IMPORTANT NOTICE:**

**SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE’S RESPONSIBILITY**

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child-centred: this means considering at all times what is in the best interests of the child.

Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged in writing.

If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact Wandsworth Safeguarding Children Board (WSCB) immediately on 020 8871 7401 or wscb@wandsworth.gov.uk- wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger, the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child’s name, DOB, address and parent contact details.

An Early Help Assessment is not immediately required in these circumstances but should be provided within 48 hours.

MASH/IPOC is the Multi Agency Safeguarding Hub
IPOC is the Initial Point of Contact

Referrals to MASH/IPOC/IPOC can be made by:
Telephone: 020 8871 6622
E-mail: MASH/IPOC@wandsworth.gov.uk

The MASH/IPOC is in operation Monday – Friday 9.00am to 5.00pm. At other times please contact the Out of Hours Duty Service on 020 8871 6000.
3. Key Contacts

3.1 Floreat Wandsworth Primary School

- Designated Safeguarding Lead (DSL): Matthew Custance (Headteacher)
- Deputy DSLs: Rebekah Davies (Assistant Head for Early Years), Laura Burke (Assistant Head for Yr2 and Yr3), Rebecca Fry (Assistant Head for Yr1)
- Nominated governor for child protection: Camilla Brough (Chair of Local Advisory Committee)

3.2 London Borough of Wandsworth

- Head of Safeguarding Standards Service - Stella Macaulay: 020 8871 7858
- Child Protection Lead Officer and Local Authority Designated Officer (LADO) – Tony Bird: 020 8871 7226
- DEPUTY MANAGER FOR DAY TO DAY LADO WORK - Chantel Langenhoven: 020 8871 7440
- Safeguarding in Education Advisor: 020 8871 7961
- Wandsworth Child Safeguarding Children Board (www.wsch.org.uk): 020 8871 7401
- MASH/IPOC/IPOC: Duty + Referrals 020 8871 6622

4. Roles and responsibilities

4.1 Wandsworth Borough Council

Wandsworth Borough Council will support the school to safeguard and promote the welfare of pupils by:

- Co-ordinating the delivery of children's social care within the borough;
- Providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation;
- Providing the school with advice, support and guidance, policy and procedures, training and for the dedicated lead officer with responsibility for child protection and safeguarding;
- Dealing with allegations against members of staff and volunteers in conjunction with the school;
- Taking responsibility for those children who are not in education.

4.2 Local Advisory Committee (LAC)

The LAC will check and report to the Trust Board that:

- The school's safeguarding policies and procedures are consistent with the Wandsworth Safeguarding Children Board procedures and that these are regularly monitored, reviewed and updated where necessary;
• Related school policies around pupil welfare, such as behaviour and attendance, are in place to support the wider safeguarding of pupils;

• There is a responsible safeguarding governor and a designated safeguarding lead who reports directly to the Local Advisory Committee on the implementation of child protection policies and liaises with Wandsworth Borough Council on safeguarding matters and a deputy who makes decision and acts in his/her absence;

• Parents are made aware of the school’s safeguarding policies and procedures;

• The school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis;

• All staff receive safeguarding and child protection training at least every 2 years with annual updates;

• Designated safeguarding leads attend relevant training every two years with annual updates;

• All training records and certificates are kept on file;

• Action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school;

• Other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

### 4.3 Headteacher

The Headteacher will ensure that:

• Staff are fully aware of the school safeguarding and child protection policies and that these policies are fully implemented;

• All staff have a good understanding of their role in the identification and referral of safeguarding concerns as set out in Part 1 of KCSE 2018. This document must be read and signed;

• The designated safeguarding lead is given sufficient time and resources to carry out their responsibilities;

• Staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school;

• Safe recruitment practice is followed whenever recruiting to posts;

• The school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice;

• Appropriate action is taken whenever an allegation is made against a member of staff; Safeguarding issues are brought to the attention of the Local Advisory Committee.
5. Safeguarding Children

5.1 Definition

Safeguarding covers a broad agenda and aims to achieve the following:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- Undertaking that role to enable children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

5.2 Safeguarding Framework

The framework for safeguarding is set out in the statutory guidance “Working Together to Safeguard Children” (2018).


The guidance sets out how organisations such as schools should work together to safeguard children, including:

- Making sure vulnerable children get help before problems escalate and more robust interventions such as child protection is needed;
- Carrying out an Early Help Assessment (EHA), using the Signs of Safety and Wellbeing model, to identify a child’s needs;
- Making appropriate referrals where there are safeguarding concerns;
- Sharing information and working in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child’s needs.

6. Role of the Floreat Wandsworth Primary School

The school recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupils’ welfare by focusing on preventative actions and services so that all pupils are able to fulfil their potential under each of the five Every Child Matters outcomes: Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic Wellbeing.
6.1 Being healthy

The school will promote pupils' health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum. The school will work closely with health professionals to monitor pupils' health and ensure that pupils with health needs receive the extra support they need to fully participate in education. Pupils affected by their parents' or their own substance misuse will be referred to Wandsworth's Drug & Alcohol Service to receive advice and support (MASH/IPOC referral in first instance).

Key safeguarding policies

- Intimate care (see section 7.5.3)

6.2 Staying safe

The school aims to provide a safe learning environment where pupils are:

- Kept safe from accidents whilst at school and during outings;
- Protected from maltreatment through the implementation of Wandsworth Safeguarding Children Board child protection procedures and safe recruitment practices;
- Taught strategies that help them to keep themselves safe via safety messages delivered through the curriculum and other forums;
- Feel supported, safe and protected, and able to raise concerns.

Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety and wellbeing at school and within the community.

6.3 Key safeguarding policies:

- Child protection policies and procedures listed in section 6
- Staff Handbook (Code of Conduct)
- Health and safety and risk assessments (see section 7.6)
- Monitoring visitors (see section 7.4)
- Safer recruitment (see section 7.1)
• The school’s e-safety policy
• The school’s behaviour policy and procedures
• The school’s equality policy and procedures
• The school’s educational visits policy
• Children missing from school: action to be taken when a child disappears from the school role
• Teaching approaches that help to build resilience to extremism among young people
• Practical advice for schools and colleges on addressing youth violence and gangs
• The right to choose: guidance on dealing with forced marriage (https://www.gov.uk/forced-marriage)

6.4 Enjoying and achieving

The school will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential.

6.5 Key safeguarding policies:
• The school's SEND policy and procedures
• The school's attendance policy and procedures
• The school's behaviour policy and procedures
• Use of positive handling in schools (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
• Exclusion from maintained schools, academies and pupil referral units in England 2017
• The school's equality policy and procedures

6.6 Making a positive contribution

The ethos of the school is one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration. Pupils are encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour. The school follows Wandsworth's guidance 'Recording and reporting racist incidents' in order to challenge racist abuse or harassment by pupils and promote good race relations.
6.7 Supporting pupils

The school supports all pupils who have been assessed as having extra needs or are subject to a child protection plan. All children are made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

6.8 Powers regarding management of pupil behaviour

The school acknowledges guidance from the Department for Education that provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found in the policies listed at the following links: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools | https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

The school also acknowledges that Wandsworth strongly advises schools:

- Not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer school’s police officer;
- Only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property.

The school is familiar with Wandsworth’s local policies on bullying, use of positive handling and guidance on carrying out searches of pupils.

7. Working with parents and carers

Parents and carers have the main responsibility for safeguarding and promoting their child’s welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school will:

- Make parents aware of the school’s statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school web-site or on request;
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- Consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- Provide advice and signpost parents and carers to other services and resources where pupils need extra support.

### 7.1 Inter-agency working

The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies to ensure pupils receive appropriate services, and will use the EHA framework to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

The school recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

The school will liaise with Wandsworth's lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

### 7.2 Children who are missing from education or home educated

The school is aware of those children who are persistently absent or missing from school. Where this is a welfare concern a referral will be made. The referral would be made to the Wandsworth Education Welfare team. The school refers to Wandsworth's procedures for children missing from education.

Where a parent notifies the school that they are removing the child, so they can be educated at home, the following notifications are made:

- The Education Welfare Service is notified of all decisions
- If the child is already known to Wandsworth Children’s Social Care Service, their allocated social worker is notified immediately
- If the child is not known to Wandsworth Children’s Social Care Service, but the school has concerns about their welfare, the designated safeguarding lead makes a referral to Wandsworth Children's Social Care Service.

### 7.3 Collection of children from school

The school has procedures in place regarding handing over children to adults who are not their parent or known carer at the end of the school day.
Parents are made aware that the school should be notified of who will normally collect the child and of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents are also asked to inform the school where children are subject to court orders that limit contact with a named individual. Keeping Children Safe in Education 2018 states that there should be at least two emergency contacts for each child.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave and will contact the parent immediately.

The school also has a procedure in place to deal with situations where a child is uncollected at the end of the school day:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent.
- The school will put Wandsworth Children's Social Care Service on notice at 4:00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4:30 pm, the school should contact the duty social worker who will come to collect the child or make arrangements for the child to be transported to the Wandsworth Children's Social Care Service office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child if they are unable to do so.
- Where children are regularly uncollected or collected late, the school will report this to the Education Welfare Service. If there are also child protection concerns, a referral will be made to Wandsworth Children's Social Care Service.

8. Role of Wandsworth Children’s Social Care Service

Wandsworth Children’s Social Care Service is responsible for carrying out Wandsworth’s statutory duty to safeguard and promote the welfare of children in the borough by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by Wandsworth Children’s Social Care Service is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by Wandsworth Children’s Social Care Service are explained in the division’s eligibility criteria for services. Wandsworth Children’s Social Care Service offer a service at the following levels:
8.1 Children in Need

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home.

Staff who are concerned that a pupil may require extra support and services from Wandsworth Children's Social Care Service because they are in need should complete an Early Help Assessment and make a referral. Parental consent must be sought prior to making any referral. Staff may use the monitoring form shown at Appendix 2 to record any concerns and / or monitor the pupils’ progress.

8.2 Children in need of protection

These are children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures.

9. Child protection

9.1 Role of school

The school will work to the following policy documents to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (2018)
  

- The Wandsworth Safeguarding Children Board child protection procedures

In line with these policies and procedures, the school will carry out the following:

- Identifying where there are child protection concerns and referring the pupil on to Wandsworth Children's Social Care Service;

- Contributing to the development and monitoring of child protection plans as a member of the core group;

- Ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues;

- Ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out.
9.2 Role of the Designated Safeguarding Lead (DSL)

The school will ensure that a senior member of staff is appointed to the role of DSL to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence.

Their role is to:

- Ensure staff are aware of their responsibilities and receive adequate training to enable them to carry these out;
- Refer cases appropriately to relevant agencies;
- Provide advice and guidance for staff on child protection issues;
- Take the lead in developing, monitoring and reviewing the child protection policy and procedures and keeping abreast of new policy developments;
- Oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of pupils who are subject to child protection procedures;
- Link with and report to the CEO / Board of Trustees and the Local Advisory Committee regarding child protection issues within the school;
- Provide a link between the school and other agencies, particularly Wandsworth Children’s Social Care Service and the Wandsworth Safeguarding Children Board;
- Ensure staff, including temporary staff, are aware of the school policies and procedures and that appropriate training is taken up at the required frequency;
- Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.
- Act as a source of advice and support to staff when discussing concerns about a child.

All staff and volunteers have received a Safeguarding briefing from the DSL in September 2018. Wandsworth Safeguarding Training took place on 21.11.18.

10. Child protection procedures

The following procedures set out what actions the school will take where there are child protection concerns regarding a pupil.

10.1 Recognition

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the DSL.
• Staff should refer to Appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
• Any concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken. This should always happen within the same working day and where there are urgent concerns that a child is at risk, this should be reported immediately.
• Concerns may be monitored over time and recorded on the monitoring / incident form shown in Appendix 2. Details of any concerning incidents should also be recorded on this form.

10.2 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should:
• Monitor: Concerns may be monitored over time and recorded on the monitoring/incident form shown in Appendix 2. Details of any concerning incidents should also be recorded on this form;
• Listen to what is said without displaying shock or disbelief and accept what the child is saying. Allow the child to talk freely;
• Reassure the child but not agree confidentiality, as a referral may have to be made;
• Reassure the child that what has happened is not their fault and that they were right to tell someone;
• Not ask leading questions but allow the child to tell their story;
• Not criticise the alleged perpetrator;
• Explain what will happen next and who has to be told;
• Make a formal record and pass this on to the designated safeguarding lead via the FW secure email system.

Reporting a concern can be upsetting, staff can seek support from the DSL and signpost to any other sources of support e.g. NSPCC helpline (0808 800 5000).

10.3 Referral

• A decision regarding whether or not to refer a pupil to Wandsworth Children’s Social Care Service should be made by the DSL or their deputy following a discussion with the member of staff who has raised concerns.
• Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a “no names” basis with Wandsworth's MASH/IPOC manager or senior practitioner to obtain advice on how to proceed.
• Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

• If the child already has an allocated social worker, the referral should be made directly to them. If the child is not already known to Wandsworth Children’s Social Care Service, referrals should be made to MASH/IPOC depending on child’s home address. If the child lives outside Wandsworth, a referral should be made to their home local authority.

• Referrals should be in writing and all referrals will be acknowledged by Wandsworth Children’s Social Care Service (MASH/IPOC) within 24 hours and the referrer informed of what action will be taken. Carry out an Early Help Assessment (EHA), using the Signs of Safety and Wellbeing model, to identify a child’s needs.

• A copy of the EHA can be found at http://Wandsworth.moderngov.co.uk/documents/s2053/Early%20Help%20and%20Innovation%20Programme%20presentation.pdf

• The DSL will report back to the reporting member of staff on a ‘need to know’ basis.

10.4 Attendance at case conferences and core groups

• The DSL will liaise with Wandsworth Children’s Social Care Service to ensure that all relevant information held by the school is provided to Wandsworth Children’s Social Care Service during the course of any child protection investigation.

• The DSL will ensure that the school is represented at child protection case conferences and core group meetings:
  i. Where possible, a member of staff who knows the child best will be nominated to attend;
  ii. Failing that, the DSL or their deputy will attend;
  iii. If no-one from the school can attend, the DSL will ensure that a report is made available to the conference or meeting.

10.5 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan:

• Monitoring will be carried out by the relevant staff member in conjunction with the DSL;

• All information will be recorded on the child protection monitoring/incident form shown at Appendix 2 prior to each conference and core group meeting;
• The completed monitoring form will be kept on the pupil’s file and copies made available to all conferences and core group meetings;
• The DSL will notify the child’s social worker if the child is removed from the school roll, excluded for any period of time or goes missing.

10.6 Records

• Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil’s education records. These records will be securely held within the school.
• The DSL will ensure that all welfare records have a basic information sheet (see Appendix 3) attached and that this information is kept up to date.
• The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
• All information should be recorded on the safeguarding monitoring/incident form (see Appendix 2) and all records should be signed and dated.
• Records should show:
  i. What the concerns were;
  ii. What action was taken to refer on concerns or manage risk within the school;
  iii. Whether any follow-up action was taken;
  iv. How and why decisions were made.
• Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
• It is vital for staff to understand the need to distinguish between facts, hearsay and fiction, any opinions expressed must be relevant to the situation and in a respectful and supportive tone.
• The monitoring/incident form must be completed:
  i. Whenever concerns arise or there is a serious incident;
  ii. Where a child is being monitored, prior to a case conference or core group meeting.
• Where a child who is subject to a child protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed securely to the DSL at the new school and has written confirmation that it was received.
• Child protection records will be kept on file until they are passed securely to the child’s next school. For those children where no next school is identified, records will be kept securely and not destroyed.
• The DSL is responsible for keeping central records of child protection and welfare concerns which should be recorded on the form shown at Appendix 4, and for completing the safeguarding return to Wandsworth Council as shown at Appendix 5.
10.7 Confidentiality and information sharing

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- Where a child is at risk of suffering significant harm the school has a legal duty to share this information with Wandsworth Children's Social Care Service and make appropriate referrals. Equally, where a child is subject to a child protection investigation, the school must share any information about the child requested by Wandsworth Children's Social Care Service.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made, and parents made aware of this.
- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, the school should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child? Any decision made will be formally recorded.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information as a matter of course.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL or seek advice from Wandsworth's Safeguarding in Education Advisor or a duty social worker.
- The DSL will challenge decisions if they are unhappy with the outcome and will report this to Wandsworth Children's Safeguarding Board immediately.

10.8 Children who harm other children – see Appendix 10

The school may sometimes need to deal with children whose behaviour causes significant harm to other children. Examples of this may be children who sexually abuse other children, are violent towards other children or who set fires.

These cases will be dealt with under the joint protocol between schools, Wandsworth Children's Social Care Service. In general, incidents will require a strategy meeting under child protection procedures and specialist assessment and intervention from Wandsworth Children's Social Care Service.
11. Safe learning environment

11.1 Safe recruitment

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable and do not pose any kind of risk.


- The school will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.
- All applicants for positions that involve regulated activity will be subject to checks with the Independent Safeguarding Authority to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more, or four days in a single month.
- The school will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date Disclosure and Barring Service (DBS) check.
- The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training.
- Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.
- The school will use a checklist to ensure all safe recruitment practices are carried out (see Appendix 6) for every applicant applying for posts. School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- The Headteacher will keep a single central record of all staff, volunteers and governors that includes details of all checks carried out and the outcome of these checks in the format shown at Appendix 5.
Where staff are recruited via third parties such as employment agencies, the CEO and the board of
governors will seek written confirmation from the agency that they have carried out all necessary
checks on the individual and request written confirmation of the outcome of all checks and ask to see
the DBS disclosure prior to making any decision regarding the individual’s employment. On arrival in
school, photo ID will be requested.

The school will:
- Verify the applicant’s identity and immigration status from their passport, including having sight of
  passports and/or relevant Home Office documents.
- Carry out enhanced DBS checks.
- In the case of teaching staff, check the applicant’s academic and vocational qualifications and
  registration status.
- Where the applicant has been living abroad, make enquiries in the country of origin.
- Make extensive enquiries of at least two referees, including previous and recent employers.

**11.2 DBS checks**

To ensure that people who work in the school are suitable to do so and are not barred from working with
children, the school will take out police and other checks (i.e.: Barred List – previously List 99) with the
Disclosure and Barring Service (DBS) as part of the recruitment process. The school will also refer individuals
that are considered to be unsuitable to work with children to the DBS.

DBS checks will only be taken out on individuals who are involved in regulated activity, which is defined as
close, unsupervised contact on a regular basis involving activities such as:
- Teaching
- Training
- Supervising
- Care
- Guidance and advice
- Driving a vehicle
- Personal or intimate care

The activity must be carried out regularly as part of the staff member’s day to day responsibilities and the
checks will be reasonable in order to safeguard children. Decisions on whether a person’s role requires a DBS
check will be made by whoever is responsible for recruitment in the school, for example the Headteacher or
Governor, and the following will be taken into consideration when deciding on whether or not to take out a
DBS check:
• The age of the children
• Their level of vulnerability
• The numbers of children in the group
• The nature of the role
• Opportunities for contact with the children.

The school has robust day to day staff management, supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

11.3 Volunteers

The Headteacher will ensure that unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom, are:

• Subject to a DBS check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children (see section 7.2 for details);
• Required to undergo a recruitment process, such as reference checks and interviews, that is appropriate and proportional to the duties assigned to them;
• Competent to carry out the duties assigned to them;
• Only assigned duties suitable to their qualification and experience;
• Suitably supervised by teaching staff at all times;
• Fully inducted in relation to all school policies and procedures.

It is the Headteacher’s responsibility to decide whether or not an individual volunteer requires DBS and depending on the level of contact with pupils, taking advice where appropriate.

11.4 Site security and visitors

• The Headteacher is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
• The Headteacher will decide whether or not individual visitors or contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the Headteacher will apply the frequent or intensive basis test.
• Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headteacher will request written confirmation (Letter of Assurance) that relevant checks have been carried out for that individual.

• All visitors and contractors will be:
  i. Informed to report to reception on arrival;
  ii. Expected to wear a name-badge or carry some form of identification at all times when on the school premises;
  iii. Suitably supervised by school staff at all times;
  iv. Made aware of school health and safety procedures.

• The Headteacher will ensure that any contract entered into with contractors sets out clearly the expectations for workers’ behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.

• Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

• Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have with pupils.

12. Staff

12.1 Induction and training

• The Headteacher will ensure that all staff are fully inducted, are made aware of the school’s safeguarding policy and procedures and that staff are fully aware of their role in implementing these.

• The DSL will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.

• The CEO will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.

• School staff and governors will receive annual multi-agency safeguarding training (training for staff that regularly work with children, young people and families) which should enable them to:
  i. Develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm;
  ii. Describe inter-agency roles and responsibilities for safeguarding children;
  iii. Understand what will happen once they have informed someone about those concerns;
  iv. Make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process;
v. Demonstrate skills in effectively collaborating between agencies to achieve intended outcomes for the child and their family.

- The DSL and deputy DSL will receive:
  i. Specific training on the role of the DSL;
  ii. Relevant multi-agency training courses provided by Wandsworth SCB.

**ANNUAL STAFF CHECKLIST**

1. Understanding how to effectively use the Early Help Assessment
2. Read and understand the school Safeguarding Policy (all staff must sign)
3. Read and understand 'Keeping Children Safe in Education' (all staff must sign).
4. All staff to read and display ‘FMP Safeguarding’ poster – Appendix 7

**12.2 Conduct and safe teaching practice**

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- The Headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in Wandsworth guidance for safer working practice for adults working with children & young people.
- Staff should have read, fully, the school's 'Staff Handbook'.

**12.3 Providing intimate or personal care to pupils**

Staff may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed:

- Staff should follow the agreed school policy when providing intimate or personal care;
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen;
• Parents should always be notified if intimate care has been provided;
• When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the DSL;
• When children are changing, levels of supervision should be appropriate to the pupil's age;
• Staff should avoid any physical contact unless a child needs help;
• Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

12.4 Physical intervention and restraint

It is the school’s policy to use physical intervention and restraint only in line with the guidance contained in: Use of reasonable force in schools (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

12.5 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, the school will follow Wandsworth’s “Guidance for the management of an allegation against a member of staff”. Ensuring the accurate recording of all decision making.

The Headteacher will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. The CEO and Trust Executive Team will act as deputy in their absence or if allegations are made against the Headteacher. If allegations are made against the Headteacher and the CEO and/or Trust Executive Team, these will be referred to the Chairman of the Board.

Where a staff member is removed or resigns from the school following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed online via the DBS website at: https://www.gov.uk/government/organisations/disclosure-and-barring-service

12.6 Whistleblowing
The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals, or the school are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following:

- Wandsworth’s lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- Wandsworth Council’s confidential help-line for protected disclosure (0118 974 6550) or the Ofsted whistle-blowing line on 0300 123 3155 where there are issues regarding the school’s overall procedures around safeguarding;
- The Headteacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff.

13. Health and safety and risk assessments

13.1 Policy

The Headteacher and Trust Board of Trustees are legally responsible for ensuring the safety of pupils and staff within the school environment and all schools should have a robust health and safety policy in place.

The Department of Education has issued advice to schools on health and safety issues which stress the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

Trustees should delegate their day-to-day responsibilities to a member of staff who is competent to carry out these duties and who has received the appropriate training.

Wandsworth can also provide schools with specialist health and safety advice: Health and Safety in Schools. The advice covers issues such as reporting accidents, communicable diseases, safer management, risk assessment, science and technology safety and school trips and journeys.

13.2 Risk assessments

Risk assessments are a method of:

- Identifying hazards;
- Evaluating the risks these hazards may present to pupils and staff;
• Deciding on appropriate action to eliminate or reduce these risks.

The school carries out risk assessments:
• On an annual basis for the school environment as a whole;
• For all school trips;
• For pupils travelling between locations during the school day;
• When a pupil who has been excluded for risky or violent behaviour is returning to the school;
• Whenever there are significant changes to the school environment or school practices;
• Following any serious incident.

13.3 Working with aggressive and violent parents

It is inevitable that parents who are involved with Wandsworth Children's Social Care Service may become frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that Wandsworth Children's Social Care Service intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child.

Wandsworth Local Authority is aware of the impact of parental hostility on schools and take the matter very seriously; any threats against a member of the child's professional network must be examined in order to ensure the safety of the whole network, and may provide an important indication of risk to the child.

Where the school is working with families who are known to Wandsworth Children's Social Care Service and there are concerns about the behaviour of parents towards members of school staff, this will be shared with Wandsworth Children's Services.

If there are high levels of risk involved in contact with parents, Wandsworth Children's Social Care Service may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that the school is part of this process.

14. Early Years settings within schools

14.1 Legal and policy framework

As an early year's provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. Advice regarding EYFS safeguarding.
The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

14.2 Safeguarding

All safeguarding policies listed in Section 5 of this policy will apply equally to children in early years’ settings.

14.3 Child protection

Early years settings within the school will follow the child protection procedures set out in section 6 of this policy. In addition, in relation to the use of mobile phones and cameras within the early years setting:

i. Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;

ii. Parents are prohibited from taking any photographs of children in the early years setting;

iii. Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;

iv. Staff switch-off personal mobile phones in the early years setting and use them only during breaks outside the setting.

14.4 Suitable people

The school will follow the safe recruitment policy set out in section 7.1 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 5 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role responsibilities, all school policies and the school’s expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the ‘Wandsworth LADO Procedure – Managing allegation against adults working with children’. The Headteacher will be responsible for making notifications to Ofsted where an allegation is made against a member of the early years’ staff.
Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the Headteacher.

A member of staff who holds a current paediatric first aid certificate will be on the school premises at all times and will accompany children on school trips.

14.5 Staff ratios

The school will ensure that staff levels within the early years setting comply with statutory guidance and can meet the needs of the children and keep them safe.

For nursery classes:
- There will be at least one member of staff for every 13 children;
- One member of staff will be a qualified teacher or hold a Professional Certificate in Early Years Education & Care (with recommendation of Early Years Teacher Status); and,
- One member of staff will hold a full and relevant level 3 qualification.

For reception classes:
- Class sizes will be limited to 30 pupils; and,
- Classes will be led by a qualified teacher supported by suitably qualified support staff.

14.6 Safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific procedures for ensuring that children are released to the care of their parent or other responsible adult with the parent’s consent at the end of the day as well as policies for dealing with uncollected children.

15. Safeguarding vulnerable children

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from Wandsworth Children's Social Care Service or other agencies in order to overcome problems or keep them safe. The following has been written to help school staff recognise those children.
15.1 Children at risk of sexual exploitation

Child sexual exploitation describes situations where a young person takes part in sexual activity either under duress or in return for goods, food or accommodation. It normally takes place in the context of an exploitative relationship where there is a power imbalance between the young person and their abuser, for example a much older boyfriend.

In order to protect these young people, the school will make appropriate referrals to Wandsworth Children’s Social Care Service. Some children may already be in exploitative sexual relationships, others may be being groomed. In particular, the school will be aware of pupils who are truanting or who have unexplained expensive goods.

15.2 Children at risk of female genital mutilation (FGM)

FGM is a cultural practice that involves a procedure to remove part or all of a young girl’s female genital organs. UK law regards FGM as violence against women and girls and forbids the practice in the UK or the removal of a woman or girl to another country for the purpose of carrying out the procedure. There is a mandatory reporting duty on schools to report FGM to the police as this practice is illegal in the UK.

The practice of FGM can be found mainly amongst communities from sub-Saharan Africa but can also be practised in communities from the Middle East and Asia. The procedure can be carried out at any age from birth onwards, but the average age tends to be 10 to 12 years. The practice can have negative health consequences for the girl both in the short and long term.

The school will be aware of girls who are at risk of FGM or have been abused through FGM. For those at risk, the school will be aware of family plans to take the girl out of the UK for a prolonged period. If there is good reason to suspect that the child may be about to have the procedure, the school will contact Wandsworth Children’s Social Care Service without notifying parents. All staff receive FGM specific training as part of their safeguarding training.

For girls who have already had the procedure, the school will be aware of girls returning from a long period abroad and any noticeable changes in behaviour or health difficulties related to this.

Any concern will be referred to Wandsworth MASH/IPOC immediately, especially if the girl has younger female siblings. More information about FGM can be found here: [http://forwarduk.org.uk/]
15.3 Children at risk of forced marriage

Any young person who is being forced into a marriage that they do not consent to will be the victim of child abuse and should be protected. They are likely to be in conflict with their family and may have little trust of adults, especially those from their own community. The family may have made plans to take the young person abroad for the marriage and once this has happened, it becomes more difficult for the authorities in the UK to intervene.

The Forced Marriage Unit of the Foreign and Commonwealth Office has issued guidance for agencies on what action to take when there is reasonable cause to believe a young person may be being forced into marriage. Chapter 7 deals exclusively with the role of schools.

Where the school is concerned or aware that a young person is about to be taken out of the UK for the purposes of a forced marriage, it will notify Wandsworth Children’s Specialist Services immediately. The family will not be notified or approached in any way (Forced marriage - Detailed guidance - GOV.UK).

15.4 Children who run away

Running away is a dangerous activity that puts children at risk. If the school is worried about a child or young person who is thinking about running away, they will refer the young person to the MASH/IPOC.

The school is aware that going missing can be an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

15.5 Young people living with domestic or sexual violence

Some young people may be at risk because of parental/sibling domestic violence or because they are involved in a violent relationship themselves. Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Wandsworth on 020 8871 7401 for advice and support.

A term which is increasingly used to refer to domestic violence is ‘domestic abuse’, which has the advantage that it reflects the non-physical abuses. Domestic abuse is defined by the Home Office as:

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.*

The main characteristic of domestic abuse is that the behaviour is intentional and is calculated to exercise power and control within a relationship. Examples of these behaviours are:
• Psychological / emotional abuse – intimidation and threats (e.g. about children or family pets), social isolation, verbal abuse, humiliation, constant criticism, enforced trivial routines, marked over intrusiveness.
• Physical violence – slapping, pushing, kicking, stabbing, damage to property or items of sentimental value, attempted murder or murder;
• Physical restriction of freedom – controlling who the mother or child/ren see or where they go, what they wear or do, stalking, imprisonment, forced marriage;
• Sexual violence – any non-consensual sexual activity, including rape, sexual assault, coercive sexual activity or refusing safer sex;
• Financial abuse – stealing, depriving or taking control of money, running up debts, withholding benefits books or bank cards.

Floreat Wandsworth’s safeguarding procedures apply to all circumstances of domestic abuse. Most domestic abuse is perpetrated by men against women, but can also be perpetrated by women against men, within same sex relationships, and between any other family members.

Research shows that children who are involved or who have witnessed domestic abuse are more at risk of emotional harm and potentially physical harm. The information is shared in order to ensure the safety and wellbeing of the child, and so that support can be offered to the child if necessary.

15.6 Young people at risk from gang activity or serious youth violence

Some young people may be at risk either because they are involved in gang activity or because they become a victim of gangs. Gang members may also be putting younger siblings at risk of violence from rival gangs, or younger siblings may be being groomed into the gang culture. Female siblings in particular may be at risk of sexual exploitation or sexual violence. Referrals via MASH/IPOC will be made where the school has concerns. For more information, the school can refer to the Department for Education guidance: Safeguarding children and young people who may be affected by gang activity (https://www.gov.uk/government/publications/safeguarding-children-and-young-people-who-may-be-affected-by-gang-activity).

15.7 Trafficked children

Some children may have been illegally brought into the UK for the purposes of commercial gain, for example as domestic servants or forced labour. They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. To avoid suspicion, traffickers may enrol a child on entry to the UK posing as a family member but remove the child from school shortly after. The school will be aware of any child who suddenly “disappears” off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address. Any concerns about a child will be notified to
Wandsworth Children's Social Care Service. Referrals via MASH/IPOC will be made where the school has concerns.

15.8 Privately fostered children

A privately fostered child is a child or young person aged up to 16 who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away, or a child is sent to the UK to live with family friends or distant relatives. If the school is concerned about a privately fostered child a referral will be made to MASH/IPOC.

All private fostering arrangements must be notified to the local authority and Wandsworth has a duty to visit a privately fostered child in order to safeguard their welfare. The school has a legal duty to notify the local authority of any pupil they know to be privately fostered.

15.9 Young carers

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child's life and can lead to poor educational outcomes and social isolation. If school has concerns about a pupil they believe to be a young carer, they will contact Wandsworth Young Carers Project (020 7228 2566) for advice and can refer the pupil on for services and support.

15.10 Children at risk of radicalisation

Floreat Wandsworth takes seriously its responsibility to promote fundamental British values and to ensure that children learn about the universal character virtues that underpin a happy, successful and fulfilling life. Part of the responsibility means proactively promoting these values, ensuring that pupils are not at risk of radicalisation, and working to identify any pupils who are at risk and drawing on all available to support to address the problem. More detail can be found within our Anti-Radicalisation Policy on the website: [http://www.floreatwandsworth.org.uk/policies](http://www.floreatwandsworth.org.uk/policies)

16. Monitoring and reviewing policies

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headteacher will ensure that;
• All school policies are regularly monitored and annually reviewed by the head teacher and Trustees.
• The school keeps a central record of all accidents and incidents including what action was taken and by whom.
• Staff are aware of their responsibility to record accidents and incidents.
• The Headteacher has an overview all accidents/incidents;
• Racist incidents are recorded and dealt with in accordance with Wandsworth Borough Council guidance.
• Serious accidents and incidents are reported to the Board of Trustees.
• The DSL ensures a high standard of recording of child protection concerns;
• All accidents and incidents are scrutinised on a regular basis by the Board of Trustees to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns.
Appendix 1: CHILD PROTECTION DEFINITIONS AND INDICATORS

1.1 Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Wandsworth Children’s Social Care Service has a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

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<tr>
<th>Neglect</th>
<th>Physical abuse</th>
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</thead>
<tbody>
<tr>
<td>• Inadequate or inappropriate clothing</td>
<td>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</td>
</tr>
<tr>
<td>• Appears underweight and unwell and seems constantly hungry</td>
<td>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</td>
</tr>
<tr>
<td>• Failure to thrive physically and appears tired and listless</td>
<td>• High frequency of injuries</td>
</tr>
<tr>
<td>• Dirty or unhygienic appearance</td>
<td>• Parents seem unconcerned or fail to seek adequate medical treatment</td>
</tr>
<tr>
<td>• Frequent unexplained absences from school</td>
<td></td>
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<tr>
<td>• Lack of parental supervision</td>
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<table>
<thead>
<tr>
<th>Sexual abuse</th>
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<tr>
<td>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development</td>
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</table>
### Sexual risk-taking behaviour
- Sexual risk-taking behaviour including involvement in sexual exploitation/older boyfriend
- Continual, inappropriate or excessive masturbation
- Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy
- Unwillingness to undress for sports

### Emotional abuse
- Developmental delay
- Attachment difficulties with parents and others
- Withdrawal and low self-esteem

### Indirect indicators of abuse and neglect
- Sudden changes in behaviour
- Withdrawal and low self-esteem
- Eating disorders
- Aggressive behaviour towards others
- Sudden unexplained absences from school
- Drug/alcohol misuse
- Running away/going missing

### Parental attributes
- Misusing drugs and/or alcohol
- Physical/mental health or learning difficulties
- Domestic violence
- Avoiding contact with school and other professionals

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### 1.2 Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual; or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

### 1.3 E-safety

Protecting children from exposure to harmful content and influences accessible through the internet is an essential part of our safeguarding approach. Our internet provider ensures that the system has inbuilt filters to prevent access to inappropriate sites. Children will not be allowed mobile phones in the school and all adults will have to lock phones away in the office or staff room, as appropriate, before taking part in school activities.
The main areas of risk for our school community can be summarised as follows:

**Content**
- Exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse;
- Lifestyle websites, for example pro-anorexia/self-harm/suicide sites;
- Hate sites; and,
- Content validation: how to check authenticity and accuracy of online content.

**Contact**
- Grooming;
- Cyber-bullying in all forms; and,
- Identity theft (including ‘frape’ (hacking Facebook profiles)) and sharing passwords.

**Conduct**
- Privacy issues, including disclosure of personal information;
- Digital footprint and online reputation;
- Health and well-being (amount of time spent online (Internet or gaming));
- Sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images); and,
- Copyright (little care or consideration for intellectual property and ownership – such as music and film) (Ref Ofsted 2013).

1.4 Floreat Wandsworth:
- Has a clear, progressive e-safety education programme as part of the Computing curriculum / PSHE curriculum. It is built on LA e-safeguarding and e-literacy framework for EYFS to Y6/ national guidance. This covers a range of skills and behaviours appropriate to their age and experience, including:
  - to STOP and THINK before they CLICK
  - to develop a range of strategies to evaluate and verify information before accepting its accuracy;
  - to be aware that the author of a web site / page may have a particular bias or purpose and to develop skills to recognise what that may be;
  - to know how to narrow down or refine a search;
  - [for older pupils] to understand how search engines work and to understand that this affects the results they see at the top of the listings;
  - to understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private;
  - to understand how photographs can be manipulated and how web content can attract the wrong sort of attention;
• to understand why on-line ‘friends’ may not be who they say they are and to understand why they should be careful in online environments;
• to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings;
• to understand why they must not post pictures or videos of others without their permission;
• to know not to download any files – such as music files - without permission;
• to have strategies for dealing with receipt of inappropriate materials;
• [for older pupils] to understand why and how some people will 'groom' young people for sexual reasons;
• To understand the impact of cyberbullying, sexting and trolling and know how to seek help if they are affected by any form of online bullying.
• To know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.

• Plans Internet use carefully to ensure that it is age-appropriate and supports the learning objectives for specific curriculum areas;
• Will remind students about their responsibilities through an end-user Acceptable Use Policy which every student will sign/will be displayed throughout the school/will be displayed when a student logs on to the school network;
• Ensures staff will model safe and responsible behaviour in their own use of technology during lessons;
• Ensures that when copying materials from the web, staff and pupils understand issues around plagiarism; how to check copyright and also know that they must respect and acknowledge copyright / intellectual property rights; and,
• Ensures that staff and pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on-line; on-line gaming / gambling.

The issue of cyber-bullying is dealt with within our anti-bullying policy, available here: [http://www.floreatwandsworth.org.uk/policies](http://www.floreatwandsworth.org.uk/policies)

1.5 Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young
person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

1.6 Preventing Radicalisation

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. It is acceptable for children to be exposed to mainstream partisan political views, but only so long as children are given access to the full range of views across the school year. We will ensure that pupils are exposed to a range of views, by visiting and visits from local councillors, MPs and other political organisations. We will hold mock general elections and other activities to enable children to understand the importance of active citizenship and the right to participate fully in the political process.

However, we will not allow political organisations to hold meetings at the school, and all organisations letting space for events will be vetted by the Business Manager to confirm this. No third parties will be allowed to put up posters in the school and the Business Manager will be responsible for ensuring any material associated with third party events taking place in the school is tidied up before children arrive.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of materials or symbols associated with an extremist cause;
- Attempts to recruit others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  i. physical or verbal assault
  ii. provocative behaviour
  iii. damage to property
iv. derogatory name calling  

v. possession of prejudice-related materials  

vi. prejudice related ridicule or name calling  

vii. inappropriate forms of address  

viii. refusal to co-operate or attempts to recruit to prejudice-related organisations  

ix. condoning or supporting violence towards others.

1.7 Reporting

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns to the DSL immediately.

1.8 Statement on Radicalisation from Working Together 2018

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. For more details on our Anti-radicalisation policy please look at the website:

http://www.floreatwandsworth.org.uk/policies
Appendix 2: Safeguarding children monitoring/incident form

Record of Concern Raised

Pupil Name: X
DOB: x
Class: x
Date: x
Time: x
Person Raising Concern: X

Concern:
  - x

Next steps:
  - Feedback to staff

Additional Information:

Attendance and Punctuality:

Presentation:

Academic Levels

SEN Need:

Behaviour and social relationships:

Parents’ communication / engagement with school:

Any other observations / concerns:

Details of referrals made to other services and outcomes:
Appendix 3: Safeguarding basic information record

Pupil Welfare File Record

Pupil Name: X
DOB: x
Class: x

Child's status:

☐ concern    ☐ child in need    ☐ child protection    ☐ looked after

Parent/carer details:

Contact number:

Name of GP:

Contact details:

Other agencies involved:

<table>
<thead>
<tr>
<th>Name</th>
<th>Agency</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

## Appendix 4: School central safeguarding record

<table>
<thead>
<tr>
<th>Status</th>
<th>Name of child</th>
<th>Name of social worker</th>
<th>Contact number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children being formally monitored by the DSL and/or considered as an Open Case and monitored by the whole SLT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children in need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children subject to a child protection investigation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children subject to a child protection plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looked after children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 5  Single Central Record

<table>
<thead>
<tr>
<th>Identify Checks</th>
<th>Childrens Barred List</th>
<th>Prohibition from Teaching check</th>
<th>DBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dob</td>
<td>Address</td>
<td>Check made by (name and/or post title), document seen and date</td>
</tr>
</tbody>
</table>

### Childcare Disqualification Regulations

<table>
<thead>
<tr>
<th>Declaration required Y/N</th>
<th>Declaration completed Y/N &amp; Date</th>
<th>What evidence of right to work in UK was provided</th>
<th>Check made by and date</th>
<th>Is a Qual a requirement for the post Y/N</th>
<th>What Qual was provided</th>
<th>Check made by and Date</th>
<th>Check made and Date</th>
<th>What further checks have been made</th>
<th>Check made by and date</th>
</tr>
</thead>
</table>

### Right to work in the UK

<table>
<thead>
<tr>
<th>Declaration required Y/N</th>
<th>Declaration completed Y/N &amp; Date</th>
<th>What evidence of right to work in UK was provided</th>
<th>Check made by and date</th>
<th>Is a Qual a requirement for the post Y/N</th>
<th>What Qual was provided</th>
<th>Check made by and Date</th>
<th>Check made and Date</th>
<th>What further checks have been made</th>
<th>Check made by and date</th>
</tr>
</thead>
</table>

### Qualifications

<table>
<thead>
<tr>
<th>Declaration required Y/N</th>
<th>Declaration completed Y/N &amp; Date</th>
<th>What evidence of right to work in UK was provided</th>
<th>Check made by and date</th>
<th>Is a Qual a requirement for the post Y/N</th>
<th>What Qual was provided</th>
<th>Check made by and Date</th>
<th>Check made and Date</th>
<th>What further checks have been made</th>
<th>Check made by and date</th>
</tr>
</thead>
</table>

### S128 Check

<table>
<thead>
<tr>
<th>Declaration required Y/N</th>
<th>Declaration completed Y/N &amp; Date</th>
<th>What evidence of right to work in UK was provided</th>
<th>Check made by and date</th>
<th>Is a Qual a requirement for the post Y/N</th>
<th>What Qual was provided</th>
<th>Check made by and Date</th>
<th>Check made and Date</th>
<th>What further checks have been made</th>
<th>Check made by and date</th>
</tr>
</thead>
</table>

### Overseas Checks

<table>
<thead>
<tr>
<th>Declaration required Y/N</th>
<th>Declaration completed Y/N &amp; Date</th>
<th>What evidence of right to work in UK was provided</th>
<th>Check made by and date</th>
<th>Is a Qual a requirement for the post Y/N</th>
<th>What Qual was provided</th>
<th>Check made by and Date</th>
<th>Check made and Date</th>
<th>What further checks have been made</th>
<th>Check made by and date</th>
</tr>
</thead>
</table>

### Which people

The SCR must record information for:

- All staff who are employed to work at the school (including supply staff and teacher trainees on salaried routes), and the members and trustees of Floreat Education Academies Trust.

### What information

Where applicable, you must record:

- Identity checks
- Barred list checks
- Enhanced DBS checks
- Prohibition from teaching checks (for anyone involved in delivering lessons or who has past teaching experience)
- Section 128 checks for those in management positions, including members, trustees and governors.
• Further checks on people living or working outside the UK, including checks for restrictions or sanctions imposed by a European Economic Area (EEA) regulating authority
• Checks of professional qualifications (for example, qualified teacher status)
• Checks to establish individuals' right to work in the UK

In respect of these checks, the SCR must record:
• Whether the check has been carried out
• The date on which each check was carried out, or the certificate obtained

**Supply staff**

For supply staff, schools must also record:
• Whether they have written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates
• Whether any enhanced DBS check certificate has been provided
• The date that confirmation was received and the date on the certificate

**Storing DBC certificates**

You do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the SCR.

Where you choose to retain a copy of the DBS certificate, this shouldn't be for longer than 6 months.

You should keep a copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications for the personnel file.
## Appendix 6 Safer recruitment and Selection Checklist

<table>
<thead>
<tr>
<th>PRE-INTERVIEW:</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNING</strong>&lt;br&gt;Timetable decided: job specification and description and other documents to be provided to application reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc. – paragraphs 3.17 – 3.20 and 3.22 to 3.29.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VACANCY ADVERTISED</strong> (where appropriate)&lt;br&gt;Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked – paragraphs 3.15, 3.16 and 3.21.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APPLICATIONS on receipt</strong>&lt;br&gt;Scrutinised – any discrepancies/ anomalies/ gaps in employment noted to explore if candidate considered for shortlisting – paragraphs 3.30, 3.31 and 3.33.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SHORTLIST PREPARED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REFERENCES</strong> – seeking&lt;br&gt;Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy – paragraphs 3.32 and 4.30 to 4.36.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REFERENCES</strong> – on receipt&lt;br&gt;Checked against information on application; scrutinised; any discrepancy/ issues of concern noted to take up with applicant (at interview if possible) – paragraphs 4.35 and 4.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INVITATION TO INTERVIEW</strong>&lt;br&gt;Includes all relevant information and instructions – paragraphs 3.36 – 3.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERVIEW ARRANGEMENTS</strong>&lt;br&gt;At least 2 interviewers: panel members have authority to appoint: at least 1 panel member has received safer recruitment training; have met and agreed issues and questions/ assessment criteria/ standards – paragraphs 3.40 - 3.42.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERVIEW</strong>:&lt;br&gt;Explores applicants' suitability for work with children as well as for the post – paragraphs 3.43 and 3.44.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NB Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for DBS Disclosure – paragraphs 3.37 and 3.38.

<table>
<thead>
<tr>
<th>POST-INTERVIEW:</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
</table>

**CONDITIONAL OFFER OF APPOINTMENT: PRE-APPOINTMENT CHECKS**
Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period – paragraphs 3.45 – 3.49.

REFERENCES (if not obtained and scrutinised previously).
IDENTITY (if that could not be verified straight after the interview) – paragraph 4.13.
QUALIFICATIONS (if not verified on the day of interview) – paragraph 4.28.
Permissions to work in UK if required – paragraph 4.65.
CRB – Where appropriate satisfactory DBS disclosure received – paragraphs 4.18 – 4.21.
ISA children’s list – person is not prohibited from taking up post – paragraph 4.15.
HEALTH – the candidate is medically fit – paragraph 4.38.
QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher Education Institute (HEI), or the FE Teaching Certificate conferred by an awarding Body – paragraph 4.40.

**STATUTORY INDUCTION** (for teachers who obtained OTS after 7 May 1999) – paragraphs 3.50 and 3.51.
Copy of staff handbook given
Copy of health and safety policy given
Copy of safeguarding policy given
Copy of e-safety guidelines given
Appendix 7 FMP Safeguarding Poster (to be displayed around the school)

**SAFEGUARDING**

Mr Custance, Mrs Fry  
Ms Burke and Mrs Davies are responsible for keeping children safe in school. Please speak with them if you have any concerns about the welfare or safety of a child who attends this school.

**NOMINATED GOVERNOR FOR CHILD PROTECTION:**  
CAMILLA BROUGHT

**DESIGNATED SAFEGUARDING LEAD:**  
MR CUSTANCE (HEADTEACHER)

**DEPUTY DESIGNATED SAFEGUARDING LEADS:**  
MRS FRY, MS BURKE & MRS DAVIES (ASSISTANT HEADTEACHERS)

Reference to Wandsworth's Multi-agency Safeguarding Hub (MASH)

- If you believe there is an immediate need for a safeguarding response, or want to assess whether a safeguarding referral is appropriate, call the Multi-Agency Safeguarding Hub:
  - Call 020 8871 6922 (9am to 5pm)
  - Out of hours: 020 8871 6000 or email mash@wandsworth.gov.uk

How do I make a referral if I'm a professional?

- Make a ‘safeguarding referral’ to the Multi-Agency Safeguarding Hub using the Early Help Assessment form. A copy of this can be found in the Safeguarding Policy.

Where can I find a copy of the Safeguarding Policy?

- In the School Office and on our website: www.floreatwandsworth.org.uk/policies

London Borough of Wandsworth
- Head of Safeguarding Standards Service: 020 8871 7050
- Child protection lead officer and Local Authority Designated Officer (LADO): 020 8871 7226
- Safeguarding in Education Advisor: 020 8871 7961

Multi-agency Safeguarding Hub (MASH)  
Wandsworth Town Hall, Wandsworth High Street  
London, SW18 2PU
- The reception is open to the public 9.30am to 4.30pm
- mash@wandsworth.gov.uk
Appendix 8 ANNUAL STAFF CHECKLIST

1. Understand how to effectively use the Early Help Assessment via EHITs.
2. Read and understand the FW Safeguarding Policy (all staff must sign).
3. Read and understand 'Keeping Children Safe in Education' (all staff must read and sign PART 1).
4. All staff to read and display 'FW Safeguarding' poster - Appendix 7
5. Headteacher to log signatures.
## Appendix 9 MEETING WITH PARENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Adults involved</th>
<th>Comments &amp; Actions</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
APPENDIX 10  Code of Conduct for School Volunteers

Floreat Wandsworth value the help and support we receive from our families and friends of Floreat. Children benefit enormously from extra adult support in their learning and enjoy their families and carers being involved in school life. Families, friends and carers can also provide practical support in the school to free-up our wonderful teachers and TAs to devote as much time as possible to helping our children learn! So, thank you for your contribution.

We aim to foster positive working relationships with all our volunteers and value the ongoing contribution they make to life in our school. To help keep our children safe and to help safeguard both you and the school from any unnecessary difficulties, we have created the following Code of conduct which we ask all volunteers to agree to:

- I will keep everything that I see and hear in school, or when supporting on a school visit, confidential.
- I will not discuss another child with anyone outside school.
- If I have concerns about a child, I will share them immediately with Mr Custance, Ms Burke or Mrs Davies.
- If a parent raises a concern with me, I will refer them to the school office, their child’s class teacher or the Headteacher.
- If a child raises a concern then I will report it immediately with the teacher.
- When supporting in school, I will not use my mobile phone.
- I will not take any photos of children in school or when supporting an offsite visit, unless I have been requested to do so by a member of staff and using a school camera.
- I will follow the guidance of the [teacher] in charge of the lesson / event at all times.
- If given guidance / advice in relation to a specific child, I will follow this.
- I will stay in the designated room / area.
- I understand that behaviour management of the children is the responsibility of members of school staff and should not involve volunteer helpers. I will refer any pupils who are misbehaving to the class teacher as soon as possible. I will not reprimand or allocate punishments.

Please be aware that, in the interests of the children’s safety, if this code is not followed, we may have to decline any future inclusion in school and/or offsite activities.

Thank you for your understanding and we look forward to welcoming you as a helper in our school.

Name _______________________________________________

Signed_______________________________________________

Date _________________________________________________
APPENDIX 11 Volunteer Risk Assessment

Keeping Children Safe in Education (DfE 2018) introduced for the first time, the need to formally risk assess volunteers who work in schools. “Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity”.

Floreat Education Academy Trust schools will carry out an individual risk assessment and request an enhanced DBS check where appropriate:

APPENDIX 12 Guidance for schools re children who abuse other children

Summary Statement

We recognise that children are capable of abusing their peers. As a school we work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Where needed risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse and / or verbal abuse.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the school will follow the guidance below, issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate.

Introduction

Managing situations where children have been abused by other children can be complex and stressful. For the purpose of this document ‘child’ refers to any child or young person up to the age of 18 years. It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse.

When dealing with such allegations, professionals should be mindful that there is significant research evidence to suggest that children who behave in a sexually inappropriate and / or aggressive way towards other children are often victims of abuse themselves. There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children. Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making. The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.
The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Process

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, a referral should be made to children’s social care in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

Where the allegation relates to an incident that took place within the school, or relates to pupils attending the same school, the school should:

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident(s)
- Keep a detailed log of actions, discussions and decisions
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non-teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening, comments
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations e.g. sexual exploitation – in these instances seek advice)
- Consider whether the situation warrants information being shared with other parents in the school (e.g. where press coverage is likely) and seek advice

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. It may be helpful to consider the following factors:

- The relative chronological and developmental age of the two children
- Whether the alleged abuser is supported or joined by other children
- Any differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of victim)
- The actual behaviour (consider all factors)
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- The degree of coercion, physical aggression, intimidation or bribery
• The victim's experience of the behaviour and the impact it is having on them
• Attempts to ensure secrecy
• Duration and frequency of behaviour

In such cases the needs of each child should be separately considered by social care. In cases where a significant incident has occurred, or the alleged incident is of a serious nature the usual process will involve a separate strategy meeting in respect of each child, and s47 enquiries initiated, which will involve discussion with police (CAIT). Different social workers should be allocated for the child who is the victim and the child who has harmed, even if they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

If the investigation / assessment concludes that the allegations are substantiated, the children should not necessarily be expected to continue their education in contact with each other. The child (ren) responsible for the abuse should be moved if necessary. The views and wishes of the child who has been abused and their parents should be appropriately considered in the decision making.

Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support / counselling for the children involved, where appropriate / necessary.

Additional guidance is available via the London Child Protection procedures http://www.londoncp.co.uk/chapters/ch_harm_others.html